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ABSTRACT

The proceedings of the fall conference of the Eastern Association for Physical Education of College Women includes articles and overviews of mini-sessions. In "Journey Proud," Celeste Ulrich provides observations about human interaction, teaching/learning environments, techniques and methods, and administrative patterns and scholarship. In "Athletic Training for Teachers and Coaches," Patti Whiteside and Ann Baker outline knowledge and techniques appropriate for handling athletic injuries. The workshop on the current status of career alternative programs in physical education is addressed by Judy Jensen, and gerontology and physical education is covered by Helen Knierim. Exercise specialists, career options, and curricula outside of teaching are discussed by Ronald S. Feingold. Theodore W. H. Johnson discusses employment in correctional institutions and cooperative education projects, and Bonnie A. Beck addresses problems and concerns associated with alternate career options. In "Interaction: A Process Orientation," Anne Griffiths discusses group sessions as a process that uses interaction in student learning. Betty Spears summarizes the "Write-On" mini-session that involved 16 women in a discussion on their problems in writing. In "Administration in Athletics and Physical Education," Hazel Walker and Eleanor Lemaire outline the pros and cons of separate and combined departments for athletics and physical education. In "Structuring Support Systems for Professional Women," Donna Shavlik discusses the advancement of women in higher education administration. (SW)

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EASTERN ASSOCIATION FOR PHYSICAL EDUCATION OF COLLEGE WOMEN

Fall Conference

October 14 - 16, 1977

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"WHERE ARE WE GOING? MINI SESSIONS ON MAXI CONCERNS"

PROCEEDINGS

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JOURNEY PROUD

Celeste Ulrich
University of North Carolina-Greensboro

It is a good thing that I enjoy travel for I have spent an inordinate amount of my life wandering. I've used airplanes, ships, trains, buses, horses, canoes, cars and "shank's mare" to get places. Each mode of transportation has lent a distinct aura. Most of the time I have opted to travel - electing to spend vacations searching for the "back of beyond" as I visited all "those far away places with strange sounding names". My professional investments have also insisted upon travel and I have been fortunate enough to journey the length and breadth of our continent as I shared ideas with my colleagues. As you might guess, there are times when I long to stay put; to have the time to cut the grass, clean the house, wash my clothes, plant the garden, read a novel, have a dinner party, watch a TV program, listen to music, or just be lazy and stew in my own juice. But the buzz of a take-off, the syncopated hum of the singing tracks, the harsh blare of the ship whistle, the ozone bath of the bus, the shaking of snaffles and the creak of leather, the drip-dip of the paddle, the cutting weight of the knapsack, all stir the wanderlust in my being and almost before I know it, I am off again, like Ulysses, "I am a part of all that I have met", knowing how "dull it is to pause, to make an end, to rust unburnished, not to shine in use".

Then in the midst of ambivalent aching to get on with it, even as I long for the security of staying, that well-known strange feeling gurgles in the pit of my being. The wanting to go and the wanting to stay, the longing for the future and the clinging to the past, the challenge of the unknown and the security of the familiar. It all gets to churning until it hurts. What did they call it in New England when they felt this same thing, this lump in the throat, this sick feeling in the pit of the stomach, when the trunks were strapped up and the hat boxes were piled high at the front door waiting for the carriage. "Journey-proud", they said, "She's just journey-proud".

So today, you and I are ready to take the most daring, imaginative, and frightening trip of our professional lives. We are setting out on a journey which takes us into a new arena of action in physical education. We are leaving the security of what we have known as women who are low on the totem pole of academe and we are setting out for a new sort of life with different responsibilities and different expectations. The wave of feminisn has caught us in its wash and whether we welcome it or not, we are an integral part of its force, its power, its potential. It is a wave which is tossing us into patterns of action which we have seldom acknowledged. We know that we are on an exciting and exacting journey to unknown vistas. No wonder that we are journey-proud.

Even as we envision the vistas of the future, so we cling to the memories of past understandings. It always comes as a distinct shock to me that I have now reached the age that enables me to talk about history from a personal point of view because I was there. When you are struck with the fact that you were a part of the history

that you now recite, the grey hair takes on more than a cosmetic aura.

So today, let us look at ourselves and where we are going as we share this mini session on the maxi concern of our future, a future for which we are journey-proud. Using your conference organization as a take-off point, let me structure my observations around five basic themes, human interaction, teaching/learning environments, techniques and methods, administrative patterns and scholarship.

Fundamental to our trip into our future is our understanding of human interaction and the current patterns which are now being manifested. There is no question that for all of us over 50 that this is a different day. I say that without hesitation because I am a part of that group, but I also note that many of my younger colleagues, those of you who are in your 30's and 40's seem almost as confused as I am, albeit for perhaps different reasons.

For a person brought up to revere consistency, to worship reason and to rely upon logic, I can assure you that being a part of a world where passion replaces reason, where ambivalence replaces consistency, and where intuitive judgement substitutes for logic, creates personal confusion and concern.

There used to be a time (which now seems like eons ago) when I worshiped structure - a professional structure ascertained by me to be right. I was delighted that function - the way that I acted - was always the result of such systematic alignment. I knew that physical education departments had a sex identity, that athletics was a part of physical education, that sport skill acquisition was the focus of my responsibility, and that if you were very good and did all of the right things, someday you'd get to be head of the department.

There were a few times when I dared to experiment with function, and with baited breath, I watched to see what would happen to the structural balance. I was a part of a coeducational teaching experiment, I offered "flakey courses" in "movement and meaning" and "sport and aggression", I ran a state tournament in basketball, I even turned down an administrative position. But those experimental darings were few and far between. I was always afraid that my function (or misfunction) really might influence structure and then what would happen to that neatly designed pattern which had served me so well for so many years. It was fun to rock the boat, but deep in my heart of hearts, I did not want to capsize and I'm not even sure that I wanted to get wet.

Keeping afloat meant that as teacher, I knew best - I was paid to know best. I made out all of my course outlines, I planned game schedules, I selected teams, I assigned committee personnel, I concocted bibliographies, I appointed officials, I determined evaluative techniques, and I assessed merit. There was hardly a thing which I did not do as teacher and coach. I did all of those things thoughtfully and I called upon all of my past experiences to help me. I felt that I had "earned my spurs" via an educational

route, that I was compassionate and humane as a teacher - indeed as a human being - and I cared desperately about both my area of knowledge and my students. I wanted all good things for people and I was sure that I knew how to make that possible.

The pattern of behavior which I utilized had been copied, for I had had many role models - my own teachers. It was a pattern of behavior which catered to my belief and confidence in consistency, reason and logic. Moreover, it worked and in my subscription to to pragmatic idealism, it seemed to be the best of all possible interacting worlds.

It came as a distinct shock - indeed as a shattering realization, sometime in the middle 60's to learn that my students no longer shared my passion for the teaching/learning structure which I had concocted. They were about to rebel against the entire established order. They were asking for, insisting upon, demanding change.

It was the first time that I felt old - experientially senile. I did not like the feeling, and as with many people who believe they are pinned to the wall against their will, I started "fighting back". I was only in my 30's and I was not about to be pushed into a different pattern of operation by any group of young people hardly dry behind the ears. The students were process oriented instead of product oriented - they didn't seem to care about what they produced, or even <u>if</u> they produced. They were interested in blowing up their own bag, being where "it's" at. One of the women I taught explained "it" to me saying that life should be like listening to a drum and bugle corp. You really don't care what is played or what occasion is used to play - what matters is how you feel when all of those sounds get inside you - "they just hurt, man", she said. That was life.

I had a hard time understanding - mostly because I was trying to analyze feeling. I felt as if a great gulf had come between me and the students. I felt as if the students had kicked in the teeth the patterns which I had known and that we were in an era of rebellion. I hated it. I longed for that easy, friendly interaction which we had once had.

In many instances, I acceded to student desires - really their covert threats and demands. I started to include them in my planning, I began to include alternatives within my assignments so that the students could have some choices in meeting our joint expectations, I began to seek their evaluation of my actions.

It has not been an easy operation, this change in my perspective regarding the art of human interaction in our field. The altered standards sometimes seem slovenly rather than enriching, the alternatives sponsor abuse as well as use, the participation of the students in planning has, at times, been as much a "cop out" as democratic interfaces. But in the midst of all this changing operation has been a subscription to function creating structure rather than the reverse, and it is a function which has been created by human interaction; interaction between youth and maturity, between experience and non-experience, between teacher and student.

Furthermore, such interaction has insisted that we be sensitive to human rights. Racism, which was covertly sponsored in education in all parts of the country has been uncovered and real attempts are being made to divest ourselves of many recognized attitudes as well as a multitude of unrecognized ones. It is not by chance that there are so few minority groups within our ranks. Black, Spanish-American, Indian teachers of physical education do exist but they seldom find their way to our professional organizations and even less seldom to any significant leadership roles. Almost the only minority group that has emerged, if indeed it can be classified as such, in the women's college group is that of the catholic nuns.

Even more sensitive than racism in our area of concern has been sexism. As the only field within education which has nourished the separate but equal concept, it has been exceedingly difficult for us to face the fact that separate is NEVER equal. We have in out midst many sexists who are committed to the concept that the opposite sex is probably a contaminant. The actions of the NAPECW in Florida last year made this abundantly clear. We in NAPECW played the role of a woman being courted, a woman not sure that she was willing to trust the declaration of a suitor. The irony of the situation was that for ten years the NCPEAM and NAPECW had explored jointly the possibilities of a merger. The fears of both groups had been faced squarely and had been allayed. The problems of merger had been faced honestly and resolved. Then having cleared away all of the negative patterns which had the potential to surface, less than a majority of us legally politicized the vote in such a way that it was possible to reject the suitor rather than be spurned. The truth of the matter was that the NAPECW was less trusting than the NCPEAM. It was astonishing how easily we fell into the courtship, marriage analogy. It was immediately sensed by the NCPEAM and even used as an explanation model at a joint meeting of both groups. The minority among us who still need to find security through "woman power" are strong and vocal, but they are a minority.

The demise of sexism within our area will, in the final analysis, insist upon trust and it will be interesting to see how long it takes us to move to that position. My black friends have told me time and time again that there comes a point when the black must determine if whitey can be trusted and then take the chance of moving in the direction of shared problem solving, shared leadership, shared governance. Trust is based upon daring to risk security. As long as women and men in our field will not take that step - often because of individual hurt - we will continue to cater to sexism and will suffer all of the ills that such behavior suggests. Until we truly abandon sexism in all of its covert forms the human beings within our ranks still have a richness to find which has not been recognized. It would behoove us to understand that feeling journey-proud is not like having death rales.

The third "ism" which affects us is just now surfacing. For years and years we have been operating as if physical activity was the sole province of the young. Last year when I was in Colorado, I had the opportunity to be on a TV talk show. The second half of the program was highlighted by a guest, an 83 year old woman.

This lady represented the "Gray Panthers" and she spoke with directness about discriminatory practices which were employed against the elderly. She also "zeroed in" on the lack of opportunity afforded senior citizens in many areas and I squirmed uncomfortably as she talked about "need for activity". After the telecast she came up to me with indignation written all over her face. Why, she wanted to know, were physical educators only interested in school aged children? Didn't I realize that older people needed our attention as much as any "runny nosed kid"? She stared at me intently and waggling her finger in front of my face, she said, "You're long past being a kid, and you haven't reached being elderly - not quite. You better start caring about the old. It's your future!" Her admonition has haunted me ever since. The aging are not just interested in tying knots in strings or weaving pot holders any more than most of us. They are interested in activity which has been programmed for their abilities and interests and they are begging physical educators to take a real interest in them. I joined the Gray Panthers last summer - I figure it is my future!

Our relationships with students, minority groups, the opposite sex and the elderly are surfacing in strange ways. Upon those relationships rests the future of many of our hopes and dreams and it would behoove us to be sensitive to their amelioration.

Human interaction always takes place in an environment and our professional environment is essential to our function. There is no doubt but that our area of academic concern is riding the crest of the seventh seventh wave. At a time when there have been severe economic cutbacks, when there seems to be an over supply of all teachers and especially physical educators, there still are abundant opportunities for female applicants. The opening of the athletic field to females has created many, many jobs and has generated problems as well as opportunities.

I am still having a difficult time believing that professional women who have seldom hesitated to leave a class in order to seek professional enrichment through conferences and meetings will not miss a practice in order to avail themselves of the same opportunity. What is it about coaching that makes it so precious? It does sponsor intimacy, it does have immediate feedback results, it does cater to self agrandizement, it does relate to both status and money- the Golddust twins of our society. All over the country I hear the same lament about the absence of young women from professional meetings - women who will not leave a practice, will not miss a game, indeed will not postpone an opportunity to scout high school players. The exchange of ideas, the forum for intellectual curiosity is playing second fiddle to the athletic gorgon.

I am not sure what this means for our future, but I am worried. There are many indications that athletics may once again start to wag the physical education dog. We seem to be headed on the path of complete division between athletics and physical education. It is a path which has been trod by many a male physical educator and was one which I hoped would not be our avenue.

As sure as athletics moves away from physical education, the business model of sport takes over and the educational model for sport has little chance. There is no use to believe that "the women will make it different". We have absolutely no evidence to indicate that the women will make it different. We are falling into every trap that we ever exposed - as a matter of fact we are jumping into the pit with a lemming-like intelligence which breaks my heart. The proposed model of reorganization for AIAW is openly derisive of the educational model of sport. It suggests that those who opt for that model have a pusilanimous profile with a "bare bones budget" and support is wanting in not only quantity but also quality. The only profile which has the endorsement of the AIAW committee is the business model - a model which has within its operation most of the abuse which we have so piously decried throughout the past seven decades. And now there is a subtle movement on the part of selected leaders to divorce the AIAW from its educational organization base, the AAHPER, and assume legal patterns for AIAW which emulate those of the NCAA and other "autonomous groups". The consternation of NAGWS with AIAW may further confound the issue and have the effect of throwing out the baby with the bathwater.

But athletics are not the only things which are influencing our future ventures and making us journey-proud; so also is physical education as it emerges into the real arena of academe. I believe that female physical educators are on the verge of shucking an old stereotypical image. This changed environment may be being conceived because of feminism; it may be because of our professional maturation pattern, but there is a change in the weather! It seems hard to believe that just about a quarter century ago there were pockets of the academic world which did not accord full faculty privilege to members of physical education staffs. Today, there are many, many women from physical education moving into the echelons of middle administration and in some few cases to the sacred board rooms of higher administration. We are heading faculty senates, participating in significant decision making within our institutions, and are acknowledged as vibrant and vital parts of college and university faculties. What "dog in the manger" hang-ups we have are mostly self created and self perpetuated. As we emerge into this new world, a world where we have importance, it is essential that our statement be clear and sharp, that we relate to the many aspects of education and continue to insist that a total education is necessary for the whole person, that motor behaviors are as significant as cognitive behaviors, and that the atmosphere of the gymnasium is one of learning, indeed is one of higher education.

Awareness of our impact in the environment of higher education has tremendous meaning for our curricular offerings and it is in this area that real progress is being initiated. For decades, we have been teaching physical education classes with only one theme, the acquisition of game playing skills. Our courses have been entitled basketball, badminton, tennis, hockey, bowling and the myriad of sport related offerings which are connected with physical education. We have added aquatics and dance because these activities seemed to compliment the sport focus. Almost all of these courses have taught discrete skill patterns with the hope that eventually such patterns would be utilized in game situations

which we suggested would "make worthy use of leisure time". There is nothing inherently wrong in such an approach, but it is an extremely limited way to look at the motor domain of human behavior. The advent of movement education has hardly touched curricular offerings in higher education, but it has been a subtle nudge for new directions. As we have taught our game skills, we have tended to view the human as possessing an objective body - that is a body which could be manipulated for action. The view of the body as object suggested that THE body was trainable, was the temple of selfhood, was a vehicle for use. When movement education deemphasized the acquisition of selected skill patterns for gaming and sought to teach understandings of the self through movement via problem solving techniques, a breakthrough was made for consideration of the body as subject. Quickly on the heels of this pattern of self discovery came interest in the martial arts as unifying concepts of selfhood and an emphasis on the balanced wholeness as suggested by many oriental philosophies. Subsequent to these understandings there followed attempts to perceive the human as complete, thinking of the body as subject, or as "the radical root of reality". From such ideas we have seen spin-offs such as the inner game of tennis, "Zen archery," and the acceptance of "soma" as being.

Each of these approaches has influenced the curriculum and there seem to be more curricular mutations in the offing. The change will be slow because the mills of the curriculum controllers grind slowly - it is an accepted pattern of the conservative establishment which is academe. But curricular change is happening. It is happening in some exciting ways - both subtle and dramatic.

As attention to "soma" grows, there are indications that teaching/learning techniques are changing. Spurred by a new interpersonal awareness and altered interactional patterns, there is a real flavor of humanism apparent. We are learning how to touch people in meaningful ways, ways that suggest that all people have value. We are learning how to be inclusive instead of exclusive in physical education. We are learning that humans have a right to be what they wish rather than what we wish them to be. It is refreshing to realize that some of the trappings of our field, dress, hygiene, structured behavior are not as important as we had once thought and that it is possible to reach our educational goals without undue emphases upon the artifacts. Because that is so does not mean that we have to ignore all standards regarding dress, hygiene and selected behavioral patterns, but it does mean that those areas are not the focal point of our educational processes. It seems almost impossible that a little more than twenty-five years ago, showers were an integral part of evaluation criteria in physical education, dress might determine participation opportunities and selected behavior always reflected the desires of the teacher. We are much more sensitive to the core of concern which identifies our field, we care more about the movement potential of people. As with most things, extremes in the humanistic approach can have negative spin-offs. Humanism does not mean license, nor does it create autonomy which has no restraints - both conditions which herald human anarchy. As we provide a humanistic arena for our affairs, so we will have to be ready for daily change and contemporary mutations.

Supporting the new emphasis in curriculum and the altered approach to the teaching/learning process are new patterns for administration. It is here that there promises to be the greatest opportunity for meaningful alteration - although some of that change will be dependent upon retirement and death. For the first time we are seeing administrative opportunities be accorded with a minimum of sexual bias. Numbers of large and important colleges and universities have as administrative heads of physical education both women and men who are seeking different schemes of operation. This is such a new departure in our field that there are few models for techniques of change so we are still stumbling. But it is an encouraging stumble towards an idea rather than a fatigued stumble to maintain the status quo.

The usual "chain command" military system of administration is being altered. Colleagues are operating as trusted and esteemed associates instead of "boss" and "peon". Administrative patterns are making use of coteries of influence which tackle problems in political programs instead of pentagon patterns. The democratic system is being effected in designs which do not always insist upon committee work and committee products. To subject a plan to consent can cater to democracy as effectively as to conceive a plan by committee. Administrative councils which identify problems and then seek resolutions are quite common. We are beginning to learn to utilize all individuals to their fullest potential instead of making people earn their way to new levels of influence. We are starting to learn to help each other in planned ways which suggest that administration is a shared venture rather than a lonely excursion. Because many men and women are for the first time interacting with one another in ways which ignore stereotypical sex behavior expectations, there seems to be a fresh new breeze airing the administrative sails. As with all new things, we must expect that there will be times when there is adverse weather, when the breeze becomes a gale, when the breeze dies to a silence which is stagnant. Often, there will be times when we are confused because we have no anticipated administrative patterns and behaviors since we have never tried before what is now being tried. In this newly emerging administrative world, there may be less task orientation and more stress upon process. We must be careful to ensure that administration does not become merely the delegation of responsibility to other people. It will be fascinating to see if our altered subscription to administrative tactics which are different will give a sheen to our disciplinary endeavor. They certainly will cause us to be journey-proud.

It is in the arena of scholarship that most of our journey-proud apprehensions manifest themselves. Most of us have never operated from a scholarly support system and for the most part do not know how to act when such is available. Some of the usual expectations of my male colleagues are almost unknown to me. Like many of you, I have never had access to a personal secretary and hardly know what to do when I find one available for a few hours. My sense of empathy for those poor overworked women is so great that I find myself typing, filing, collating and running errands. This particular pattern was seen by me most clearly when I was President of the Alliance. I remember one night when

the Executive Committee with our very competent administrative assistant was working late into the night to finish an important project. One of the male members of that committee needed to have a letter typed and when the secretary said that she just couldn't get to it because of what had to be done, he became frantic. My first thought was to volunteer to do it myself. My typing skills are very limited but with care, I can get a letter out having wasted no more than three sheets of paper. Then suddenly, I had a brainstorm. "Have you ever had typing", I quized my male colleague. "Way back in high school" he answered." "Why not then type it yourself", I suggested. "Well, I guess I could do that" he said, and forthwith sat down to the typewriter and turned out quite presentable copy. He proudly showed me the finished product, and commented, "You know, I never even thought of doing the typing until you mentioned it - and I've done a pretty fair job - my high school teacher would be proud". I sat there thinking to myself, I never would have thought of asking to have the letter typed, I'd just have plowed through myself. I was hesitant to ask for help even when it was available. But I am learning. Many females have been so acculturized to serve that we do not know how to be served and that in itself has often limited our scholarship production. Someone has to teach all those classes while others on the staff write books and undertake research. Someone has to call the games and help with the socials as others play handball and workout on the "universal". I guess, until lately, that I always thought that "somebody" was me.

Because we have been busy serving through teaching and advising, the individual commitment to scholarship often has been circumvented. There are literally hundreds of us who never talk about ideas after we finish our formal education, all of our operation is attentive to the processing of ideas - usually other people's ideas. Many of us have reacted to the increased demands for producing a personal professional product antagonistically, feeling that our service is being played down in favor of an esoteric product which is only minimally student centered. Hidden deep within our inarticulated fears is the thought that we can not write and that anything that we do will be far from perfect. If you never chance failure, obviously you never fail. The travel for professional scholarship makes us journey-proud.

Likewise, the world of scholarly leadership outside the confines of our female populated enclaves is also frightening. It is not too difficult to accept operational responsibilities, but to initiate scholarly directions within the operation is much more frightening. Often our female leaders become loving wardens of the system, ignorant about how to effect ideas and change scholarly directions. There have been earth shakers among us so there are models, but the earth shakers have seldom been beloved and it is difficult to abandon love for the sake of an idea whose time has come. Our colleagues who are challenging the system of pure service should have our warmest blessing and unadulterated admiration.

We are journey-proud because our past security has suggested that we hid our talents and gain our goals through manipulation rather than taking overt stands. We are journey-proud because we have feared labels which have hinted at sexual perversion and we

have over compensated rather than acknowledging that there is an incidence of perversion among us but the incidence is small. We are journey-proud because we do not know how to operate in the "Boy's club" and can not believe that the club will ever dissolve. We are journey-proud because we have been the eager and devoted drones to an elite group of "queen bees" and we have not learned that such a pattern fostered academic hives. We are journey-proud because the new curricular schemes do not genuflect to sport skill acquisition and we are not sure to what we should pay homage. We are journey-proud because we have invested our lives in service and do not know how to promote self interests without forfeiting love and understanding. We are journey-proud because we have abdicated our responsibilities for writing and speaking and do not know how to restore those powers without a significant time investment which we do not have and can not make. We are journey-proud because we are being asked to assume important leadership roles and we are unsure of our abilities outside the paradigm of female. We are journey-proud because we have lived on egg money stored in a cookie jar and do not know how to read million dollar budgets and cost account services which ameliorate our programs. We are journey-proud because we are moving very rapidly, preparing for a trip which we only partially help plan and we are expected to read maps, chart courses and operate transportation which we have only recently identified.

But our foremothers were also journey-proud as they forged their way in the halls of academe when they were alone in a unisexed world which was not theirs. I remember that Mary Channing Coleman, an early president of the American Alliance for Health, Physical Education and Recreation once told me that our field was peopled by essentially three types of individuals: the candle lighters, the candle carriers, and the candler "blower-outers". She suggested that only the imaginative and the daring among us were the candle lighters. She expounded on how difficult it was to create light when there was darkness, to find flickering activity when there was inertia, to make tapers and dare to illuminate the shadows not knowing where you are or what you might find.

Ms. Coleman further suggested that it took a special sort of tenacity and dedication to be a candle carrier. You had to be willing to trust the candle which you had not made or lighted; you had to have the wisdom to know where the candle should be carried, what places needed light and which were left best in the dark. As a candle carrier you had to be prepared to do persistent work. Often you would not be recognized as the individual who made things happen because you were so busy bringing light to darkness.

I was mesmerized by Ms. Coleman's analysis of candle lighter and candle carrier and forthwith decided that I wanted to be one of those two agents. But Ms. Coleman was quick to point out that the people who blow out candles are the wisest among us and the most needed, for they recognized that candles are no longer necessary. They know that there may be light from different sources and know when the existing illumination has served its purpose. They know that some candles should be blown out or there will be no room for new candles.

In the throes of our journey-proud feelings, there will be those among us who are more comfortable with the past and hence will be reluctant to bring light to a comfortable and secure cocoon of darkness. Their reluctance for change will force us to examine our trip more carefully. There will be others among us who have no concern or respect for the past and are anxious only to "get on the road" so that we can get someplace away from where we are now. They will be disgusted with our journey-proud apprehensions and will taunt and jeer knowing that they need not be responsible for the consequnces of their prodding. They will chortle at being journey-proud. Their attitudes will hasten our trip.

Then there are the most of us - you and me - the ones who are journey proud. But we have the ability to light, carry and extinguish candles and we are not afraid that we are afraid. We are displaying our talents, ignoring suggested labels, seeking new administrative tactics, changing the curriculum, attending to process as well as product, conducting research, writing books, assuming academic leadership and sponsoring thesynergism of service and scholarship. We have verve, good sense, intelligence, tenacity and faith. We have each other. We are ready to take the next step in our odyssey. We are ready to go. Even as we are journey-proud we will move right one. Right on, my journey-proud friends. Right-on!

ATHLETIC TRAINING FOR TEACHERS AND COACHES

Patti Whiteside E.M.T., A.T.C. - Penn State
Ann Baker-Assistant - Penn State

The purpose of this session was to provide knowledge and techniques appropriate for handling athletic injuries.

Session I

A. Functional Testing for Injury Prevention
   1. Slide Presentation (30 slides): Techniques were presented on basic functional tests that could be performed to determine the level of flexibility, strength and endurance for each athlete. This would provide the trainer-coach with valuable information that could be used to implement a basic injury prevention program.

B. Policies for Dealing with Athletic Injuries
   1. Health History
      a. predisposing factors to injury
      b. allergies
      c. physical handicaps
   2. Standard Procedure for the Evaluation and Handling of Athletic Injuries
   3. Transportation Policies
      a. availability of medical assistance
      b. transportation of the athlete to medical care
      c. alternate methods
   4. Policy for Returning an Athlete to Competition
      a. long term - short term
      b. how to determine if the athlete is able to return to play

C. Standard Procedure for the Evaluation and Handling of Athletic Injuries
   1. Obtain a history of how the injury occurred
      a. Trainer-coach's personal observations
         - how the injury happened
         - how the athlete fell
         - how and where was the athlete hit
         - has the athlete ever had anything like this happen before?
      b. Athlete's description of how the injury occurred
         - site of injury and pain
         - any sounds, snap, crack, pop
      c. Type and Quality of the Pain
         - fracture: sudden, fierce, stabbing pain
         - nerve: pins or needles sensation, shooting pain, numbness with loss of function
         - muscle or tendon: sharp pain at time of injury
   2. Inspection of the Injury
      a. deformity
      b. swelling
      c. discoloration
      d. check pupils
      e. breathing difficulties
   3. Palpation and Testing

a. palpate for irregularities in bone and tissue
b. palpate for skin temperature
c. palpate for point of tenderness
d. palpate for crepitus
e. perform functional, strength, and stability testing for muscle, joint and nerve injuries

4. Referral to physician

D. Basic Classification of Common Athletic Injuries
1. Etiology, signs, symptoms, complications, degrees, common sites, pathology
2. Discussion of: wounds, contusions, strains, sprains, dislocations, fractures, concussions, chronic inflammations, and heat disorders

E. Standard Emergency Care of the More Common Athletic Injuries

Session II
A. Standard Procedure for the Management of Common Athletic Injuries - Follow-Up Treatment
1. Slide Presentation (20 slides)
a. Forms of Heat Used in Treatment
- moist, dry, deep, superficial
b. Cryotherapy (cold)
- temperature classification
- physiological effects
- methods of application
c. Modalities
- hydroccolator
- infrared heat
- immersion baths
- contrast baths
- parafin baths
- whirlpool baths

2. Rehabilitation of Common Athletic Injuries (range of motion, strength, endurance, alternate methods of exercises)
a. Ankle
b. Knee
c. Shoulder

3. Discussion: problems encountered as a trainer-coach, and possible solutions

Session III
A. Lab Session - taping and wrapping techniques
1. Wraps: Louisiana Heel Lock
Figure Eight Wrap
2. Tapings: Lon Mann Ankle Technique
Closed Gibney - Ankle
3. Tapings: Achilles Tendon
Shin Splints - 3 methods
Quadriceps/Hamstrings Tapings
Longitudinal Arch Taping

CAREER ALTERNATIVES IN PHYSICAL EDUCATION

Judy Jensen, State University College at Brockport

The workshop goal was to make an honest assessment of the current status of career alternative programs in physical education - what are they; where are they; who is enrolling and who is teaching; what is the impact on the job market; and, how do we foresee the future. We began with the assumption that the period of speculation, novelty and fly by night, random program development was over. Consequently, during a major portion of the workshop, participants discussed the realities of the job market, faculty expertise in emerging areas, budget and resource demands as well as program components.

Our interpretation of the body of knowledge or domain of physical education influences the types of careers for which we can prepare professionals. Whether we define our domain as sports or human movement we imply application paramaters of our expertise.

We must question the wisdom of program replication. For years we have all prepared teachers. Will each of us also prepare athletic trainers, sports managers and sport communicators? Do we serve students best if we serve them commonly? Can we rise above our competition for students to cooperate in the development of career alternative models? Then, we might develop regional networks to facilitate student needs. As a consequence, we will neither dilute expertise by spreading our own resources nor will we excessively replicate our professional energies and institutional resources.

What careers can we create? We have never challenged ourselves with such a question. Are there new games, new types of equipment, more books in the mold of Morehouse, or possibilities for self (in performance) analytic tools? As professionals we must develop skills to wisely counsel students into appropriate careers. Perhaps we must prepare them for multiple careers - certainly for continuous professional growth. On the other hand, students might come to us with career ideas which we can help them realize. Increasing interdependence among the disciplines and social professions is a clear need. Perhaps we could have a futurists group in physical education responsible for helping all of us foresee the future with more wisdom.

We might leave our bandwagon behind to engage more directly in creating our world. Then we can ask -

What populations shall we serve?
What belongs in an undergraduate program? graduate program?
When is such a distinction inappropriate?
What significance will society find in sport, exercise and dance in 10, 20, or 30 years?
What sport specific careers are possible?

We hope the workshop provided information, some new ideas and opportunities to find out what others are doing to provide

alternative careers for physical education majors. It is a critical time in higher education. We are challenged by a restless public, by a questioning Board of Regents or Department of Education, by our own conscience and sense of responsibility to our students. We must act prudently, developing viable career options. There is a great temptation for us to compete with each other. We hope the workshop helped to demonstrate that cooperation is a wiser choice.

Gerontology

Helen Knierim, Slippery Rock State College

Physical Educators have traditionally been prepared to work in schools with the youth of this country. There are also other age groups who are interested in physical activity. The Senior Citizens are one of these groups and as indicated by figures published in a September issue of the Washington Post their numbers are increasing rapidly. In 1900, one out of 25 Americans would reach 65 years and now it is estimated that 1 out of 10 will reach 65 years. By the year 2000, 1 in every 5 Americans will be 65 years or older. The Senior Citizens will total close to 40 million.

At the present time there are very few physical educators prepared or employed in this area. The potential for jobs is there! The few physical activity programs that do exist in Senior Citizen Centers, Retirement Homes, Nutrition Sites, and Nursing Homes are very popular. It will be up to us as Physical Educators to demonstrate to the elderly that they need us.

The few programs that do exist now to prepare Physical Educators for senior citizens are inter-disciplinary in nature. In addition to the traditional physical education requirements, the students study Psychology of Aging, Sociology of Aging, Biology of Aging, Therapeutic Recreation (or Recreation for the Elderly) and elect courses such as Death and Dying, Developmental Psychology, Social Welfare, and Therapeutic Exercises. The courses of study include Field Experience in different types of situations with the elderly. The total program culminates with an internship of 6-12 hours in a Senior Citizen Center, Area Agency on Aging, or a nursing home.

Our national organization, AAHPER, will soon be giving us some guidance in this area. An Alliance Committee on Aging has been appointed and AAHPER has been awarded a grant from the Agency on Aging to develop instructional materials and modular programs for staff and volunteers working with the elderly. The two year project is called Model Education and Services Approach in Health, Fitness, and Leisure for the Older Americans.

The National Association for Human Development has a program called "Active People Over 60" which is run with the cooperation of the President's Council on Physical Fitness.

There are still may unknowns as we move into this new area of work. As Celeste Ulrich said in her opening address, "Sister, it's your future!" Let's hope we can help make it a good future for our generation and for those to follow us.

Several Sources of Information:

Ms. Elinore Darland
AAHPER
1201 16th St., N.W.
Washington, D.C. 20036

National Association for Human Development
1750 Penn. Ave., N.W.
Washington, D.C. 20036

Exercise Specialists

Ronald S. Feingold, Adelphi University

Perhaps the seed for career programs was planted when physical educators began developing programs outside of teaching. At the time, it was felt that the study of sport or exercise was a legitimate, scholarly pursuit. However, the real impetus and growth of the career orientation outside of teaching occurred within the past three to four years with the decline of the economy and the subsequent decrease in positions available in teaching. As a result, students and parents have begun the cry for career options in higher education, resulting in a sharp decline in the Arts & Sciences and an equally sharp increase in professional schools, as Business, Social Work and Nursing.

Ray Welsh at the Annual meeting of the NCPEAM in 1975 reported on the critical employment prospects in physical education. In the same year, the Professional Directions Committee of the NCPEAM and NAPECW prepared Briefings III, Careers in Physical Education which was one of the first publications devoted to non-teaching opportunities in physical education. Since then a number of articles and workshops have been devoted to alternative careers; however this meeting sponsored by the EAPECW may be one of the first meetings to reflect and analyze problems associated with career development.

Although the motivations of some faculties in the development of alternative career curricula may be more for the purpose of filling their own classrooms rather than meeting student or societal needs, the exercise specialist curriculum is where physical education should have been a long time ago. There is a critical need for specialists in industry, hospitals, and the community. The aged oftentimes are led in institutional activity programs by well-meaning social workers or nurses, the well-aged receives little or no activity, the cardiac patient is lucky to receive any activity prescription, and if so, no one is there to supervise; adults in the community have few options for activity

other than health spas where soliciting membership is of prime concern. In effect, physical education as a profession has turned its back on these needs.

Career Options: Welsh reported that at the second annual meeting on Fitness in Business and Industry, the employers were having difficulty finding qualified personnel. In 1975, 138 major corporations were represented at the conference. Physical fitness, heart disease intervention, industrial recreation, pre-retirement training have become more evident in industry and offer an excellent career option for the exercise specialist.

Health clubs, spas, and business oriented fitness offers a somewhat different career from that of industry, but an alternative. With the rise of the consumer advocacy and the resultant consumer protection legislation, there is pressure building for these businesses to legitimize themselves.

Cardiac rehabilitation and adult fitness offer still another avenue for employment. A number of cardiologists have formed private businesses in cardiac rehabilitation. We also know of the adult fitness programs run by the YMCA.

The therapies (corrective, physical, recreation) offer still more career opportunities for the individual who is particularly interested in exercise (fitness and applied physiology.)

Curricula: The Adelphi Exercise Specialist program emphasized the sciences and clinically oriented alternative approaches, including clinical training in corrective therapy, recreation therapy, movement experiences for the elderly taught by a dance therapist, cardiac rehabilitation at Nassau County Medical Center, and traditional conditioning and fitness as prescribed by YMCA adult fitness directors. The program also allows for numerous elective experiences and flexibility so that one may choose to emphasize one or more of the following areas: 1) adult fitness/ cardiac rehab, 2) health spa business orientation, 3) therapy, or 4) aging (movement specialist).

Preparation of Curricula: It is recommended that one do the following when attempting to prepare the exercise specialist curricula: 1) Evaluate resources, faculty, laboratory, and clinical experiences; 2) Develop an advisory group, including faculty from the sciences (biology, chemistry, and nursing), clinicians and professionals, (physical therapists, cardiologists, orthopedic surgeon), and potential students; 3) Actively solicit internships and possible positions in spas, industrial fitness, hospitals, etc.; 4) Emphasize an interdisciplinary approach; and 5) Include as much "hands on" experience as possible.

Employment in Correctional Institutions

Theodore W.H. Johnson, State University College, Brockport

At this time it does not appear feasible to expend precious time and money toward developing an immediate program that would meet the requirements of conducting physical education and recreational programs in correctional institutions. Until civil service placement procedures have been modified to ensure that applicants with special training will be given careful consideration, it is unlikely that they will have an advantage over other applicants taking civil service examinations for employment in federal prisons. Because of budgetary factors, the demand for physical education specialists is not evident at state and county level institutions.

In order to develop this area as a potential job market, contact must be made with high ranking prison officials at both the federal and state levels. They must be made aware of the advantages that special training in physical education will have on successfully conducting programs within correctional institutions. If the interest and cooperation of these officials can be obtained along with a committment to employ specially trained physical educators, it would then be productive to develop certification programs that would meet the special physical educational needs of inmates in correctional institutions. At this time it appears to be a long way off.

Cooperative Education Projects: A Beginning for Alternative Careers

Theodore W.H. Johnson, State University College, Brockport

A cooperative education project is an elective program whereby any student interested in learning by experience or service can work with a professional person in one of several fields under the sponsorship of a college professor.

The Brockport program aims to exchange student ability for experience in such areas as teaching, counseling, social welfare, law enforcement, journalism, health, museum work, business administration, the arts, recreation, computer science, and any other field requested by students and approved by faculty.

The program encourages sophomore, junior, and senior students who want to learn more about a particular profession to apply. The student need not major in a a field in order to acquire experience in it. The intention is to provide an initial experience that will help the student make a decision as to whether they wish to pursue further study in a particular area.

The Brockport program carries 3-6 hours of elective professional credit and receives a pass/fail grade. Students are expected to spend a minimum of six hours a week for 15 weeks in participation in the experience. In addition students are expected to spend a

further 3 hours per week in preparation of work, in meeting with the off campus supervisor, and in maintaining a written log of the experience.

The Brockport program, which has been in existence for seven years, has proven to be a popular one. Many students have discovered interests in different careers and have gone on to employment in them. For others, it has supplied an early field experience that helped them to reassess their interests and direct them to different career choices.

Problems and Concerns Associated with Alternate Career Options

Bonnie A. Beck, State University College, Brockport

There are many and varied problems which surface in the process of selecting, developing, and implementing career alternatives in physical education. Listed below are some areas of concern which emerged at Brockport as we introduced Athletic Training, Sport Management and Coaching for Non-Majors.

I. Identification and selection of career alternatives which are feasible within a given geographical location, college and/or department of physical education.

   A. Determination of existing programs offered at other institutions in the geographical area. Possibility of coordination rather than redundancy and saturation of similar career programs.

   B. Availability of qualified faculty, internship sites, budgetary allocations, identified student interest, knowledge of societal need, and employment prospects.

II. Program Design

   A. Establishing the relationship of the career option to the discipline of physical education.

   B. Developing a "career specific" core of courses such as "Sport Management" for purposes of synthesis and knowledge and skills specific to the career alternatives.

   C. Identifying allied departments representing cognate fields that are willing to participate in an inter-disciplinary effort to design and implement the proposal.

   D. Selection of competent staff to develop curriculum proposal.

   E. Assigning release time to faculty responsible for developing proposal.

F. Establishing criteria for admission to program, readiness for internship, and criteria for successful completion of program.

G. Curricular flexibility which permits major and non-majors to enter the program.

H. Establishment of credit for experiential learning and attract a variety of age groups.

I. Need to coordinate closely with graduate unit to determine swing courses which attract the post baccalaureate students.

J. Determination of the interrelationship of the career option to external agencies such as NATA, NCAA, etc. Often there are agency requirements for numbers of students, facilities and courses which are not feasible in the institution.

III. Program Implementation

A. Advertising the program - reaching both public and private sectors with information about the program. Use of brochures, on-site visits, personalized letters introducing the program, and follow-up phone calls to interested firms, schools, etc.

B. Careful selection of internship sites - and support personnel at each site. In-service orientation of support personnel at internship site to assure successful and cooperative school/agency relationship.

C. Determining the criteria for internship experience.

D. Budgeting for travel, supervision, phone calls, and seminars each year.

E. Financial commitment to program.

F. Commitment to extended field experience during the program.

G. Selection of highly competent faculty to teach in the program.

IV. Placement of Students

A. Establish a formal system for placing students in qualified internship sites.

B. Establish priority in placing students in sites where employment possibly is high and support personnel are cooperative.

C. Encourage student interview with employer with college providing name of internship sites. Employer and

student must agree on the internship placement.

D. Long-range data collection using computer based programs to match internship-with-site---employee -with-job.

V. Evaluation of Program

A. Development of a systematic process for collecting yearly data on each career alternative.

B. Assignment for faculty time for curricular evaluation, revisions, and implementation.

C. Annual assessment of job prospects for the new career option.

As student enrollments continue to decline and employment rates of physical education teachers are drastically reduced, department of physical education will seek new career alternatives. Perhaps the best solution is cooperation among departments of physical education in similar geographical areas rather than competition. If departments were to join together in a region or state wide cooperative effort with long range career planning, future job prospects for our students and ourselves could look very promising.

INTERACTION: A PROCESS ORIENTATION

Anne Griffiths, Slippery Rock State College

Life-long learning has been and continues to be an accepted goal of education and should become a reality rather than a much talked and written about concept. Students must have an opportunity to experience learning in alternative ways rather than simply the digestion of teacher-fed information. If learning is indeed the result of personal exploration and discovery of the meaning of events it is then time that teachers become re-educated in regards to the process of learning and acquire the necessary skills that are needed to promote personal meaning, hence life-long learning.

When considering the continual decline of academic standards in the schools and colleges today we as educators can no longer ignore the fact that the art of dispensing information and engineering behaviors has not been effective in creating permanent learnings in the cognitive, motor and affective domains. Unless students are able to positively relate skills, knowledges and feelings to their own perceptions they will reject the experience and the content in terms of its lack of compatability with their present evaluations of themselves.

Teachers must be encouraged to focus beyond content learning so priorities can move from how much information and how many skills to be learned to personal meanings and the implications of these meanings for the student's behavior. Every trick, game and motivational scheme that has been tried to turn kids on to learning has died as quickly as it has been implemented.

When we finally realize that students don't have to be externally bribed into learning but that they need to feel an internal personal attachment for what is to be learned then we may begin to possibly meet the accountability demands placed upon us as educators. Until students can perceive a relationship between what is taught and themselves then what is learned has no real meaning to their lives, hence the material will soon be forgotten. Providing students with a group interaction environment to learn content will give them an opportunity to check out their perceptions which will then help them find their own personal meaning. This discovery of personal meaning is the result of human interaction, it is not something that can be taught, it is the outcome of process of learning. Too often we plan group sessions with the single objective of sharing content information and not a process that uses interaction as a means for students to acquire facts, concepts and values about the material to be learned.

Working on a common task toward an identified goal in a Physical Education or a Health class encourages a process of human interaction that does provide an opportunity for students to develop insight into themselves, others, subject matter, and the basic values in human life. Experiencing an interaction process and being able to observe and evaluate the same process in action

is a powerful way to learn. Mastering this process of learning involves continual openness to experiences and an involvement of one's self in the process of change.

Years of negative interaction experiences have caused many students to become cautious and closed in regards to sharing personal thoughts, feelings and perceptions. The task of the teacher is to create a classroom environment where trust and openness may enhance the self-concept of students. Without a lot of concentrated practice, hardwork and boldness on the part of the teacher and the student open communication will not emerge.

Sadly enough students and teachers alike believe that impressions are more important than expressions. Being concerned about one's impressions on the teacher or the group does nothing but set the stage for distrustful communication since the real personalities become concealed in the impressions game that is being played. Living this facade has been necessary for some students to survive the expectations of our educational systems. Teachers and students have readily learned that impressions are more acceptable and more appropriate than expressions. With the proper learning environment trust will begin to disappear, expressions will become part of the learning process and communications will become open.

The too eager leader may have a tendency to force an uncomfortable exposure of students in an attempt to create class interaction. Leaders of group discussion must be cognizant of the initial floundering stage in group development and realize that forcing exposures within a group will do nothing but retard interpersonal learning.

Establishing ground rules in the first class meeting can help to eliminate forced exposure and uneasiness among group members.

1. Every group member has the right to "pass" when asked a question or to share an opinion. If I choose to pass it simply means that I am not quite ready to respond or I would rather not share those thoughts at the present time. Judgements are not to be made on anyone who chooses to pass since it it understood that passing is a group member's freedom. In the initial stage of group development you will find that at least 80 to 90% of the group will pass on any discussion items that relate to feelings.

2. Listening is a courtesy that should be adhered to by all group members. You will find that many people are unable to effectively listen because of pre-set opinions. Listening is a skill and it takes time to learn how to listen. This becomes part of the group process.

3. Personal opinions are encouraged and accepted without judgement. Descriptions of happenings are made without a judgement being attached. This is difficult for a group to learn since most of our reactions to people in the past have been judgements.

4. "Killer gestures" and "killer statements" are not accepted as a means of communicating.

5. All content remarks are open to clarification by group members.

6. Anyone has the right to use a value strategy when feelings need to be expressed.

Being skilled in implementing a process-oriented environment will assist in group development transition so interpersonal interactions can become an enhancing experience rather than a strained and painful happening.

If you desire to be a facilitator of group interaction and use group process to integrate content with personal meanings you must provide an environment in which each group member feels free to question, ponder, doubt, analyze and consolidate facts, concepts, values, feelings and perceptions without fear of recrimination. Having insight and understanding of human behavior and reacting in a genuine and respectful manner while involved in interpersonal communication will help students reach the final integrative stage of group development.

WRITE ON!

Betty Spears, University of Massachusetts

I clean closets! I clean the refrigerator! I sharpen pencils and straighten my desk! I walk the dog! In the WRITE-ON Mini-Session we discovered that we are all procrastinators. We find work to do. We seek any task which postpones the moment when we must sit down to write.

We found comfort in knowing that we all share the same problems. Another shared admission was that we find writing very difficult, and most of us really don't enjoy the process, but know that it must be done.

In the WRITE-ON mini-session, sixteen women discussed their problems in writing, the importance of clearly expressed written thought, and individual style. Our consultant, Elaine T. Smith--a free-lance editor and the former technical editor of Quest--demonstrated both unclear and clear writing styles from examples. We laughed at the garbled style of a village school man, a newspaper account of a first year coach's strings of meaningless prepositional phrases, and a report that represented "committee writing." We studied examples of clear writing styles--an excerpt from Samuel Eliot Morison's Oxford History of the American People and Roger Angell's description of baseball from the New Yorker. And Elaine cited examples of vivid writing from Celeste's keynote address.

We wrote! And then we used our own writing to demonstrate our individual styles:

> There, sitting on a table, was a collection of sports equipment: a fencing mask and glove, a pair of swimming goggles, one hiking boot, one cross-country ski boot, a snorkel, a small canoe paddle, and two golf balls -----
>
> A sport still life? Colorful, balanced, artistic--possible--but the real beauty lives in its potential for movement! -----
>
> The viewer might be struck first by the whiteness of the goggled fencing mask -----
>
> What is it? Is it a collection of necessary equipment and attire for sport and dance? I think not. Rather, it is a symbol of Homo ludens (Homo sportions?)

They were all excellent and yet quite different. I wish there were space to record them all.

Saturday morning we discussed the importance of following technical details and procedures of journals and publishing houses. To encourage us, we were given a nine-page list of journals to consider for our manuscripts.

Our final project stressed the importance of the total structure of an article. First, Elaine analyzed the Declaration of Independence to demonstrate tight organization of ideas and then we read and analyzed G. Kenyon and J. Loy's "Toward a Sociology of Sport" (JOHPER, May, 1965). Saturday morning was highlighted by Celeste's visit with our group. We had asked if she would discuss the development of her presentation on Friday. Not only did she review with us her process for writing, but we learned of Celeste's own acts of procrastination! She graciously answered questions and made suggestions for facing deadlines. WRITE-ON!

ADMINISTRATION IN ATHLETICS AND PHYSICAL EDUCATION

Physical Education - Hazel Walker, Montclair State College
Athletic - Eleanor Lemaire, University of Rhode Island

I. Combined sessions in which an attempt was made to find the advantages and disadvantages of separate and combined departments. Issues were identified, and a variety of ways of handling problems were explained by those of experience.

A. Faculty time allocation is a major problem in combined programs.

1. Some institutions give course credit to students for participation on varsity teams. The coach then receives academic teaching load credit.

2. Some institutions allocate sort of "released time" credit, the amount depending upon the sport, length of season, number of contests and similar criteria.

3. It is also possible that the majority of a faculty member's assignment lies in coaching and is then assigned one course to teach in the physical education department.

4. The effect of faculty/coach credit allocation has an effect on how the institution views faculty assignments in relation to F.T.E.

B. In the separate department situation.

1. Faculty members of any department on campus may coach at additional salary paid by the athletic department.

2. The problem of faculty members missing classes on days of contests that take the teams and coaches off campus early, must be handled by the physical education department in cooperation with the athletic department. Classes should not be cancelled because of coaching duties.

C. Pros and Cons of Separate Departments

Pros

1. Commitment and direction is clearly defined
2. Top administrator has responsibilities in only one area
3. Staff treatment appears to be more equitable
4. Evaluative standards follow one set of criteria
5. Budget items are clearly identifiable
6. Rivalry and jealousy among staff tends to be lessened
7. Each area may set priorities without conflict

Cons

1. Expertise of staff may not be shared with students because

of singular responsibility in one area
2. Athletic personnel may lose academic credibility if removed from an academic area
3. Loss of contact with academic may cause direction of athletic department to become more business oriented
4. Conflict with equipment and facilities which generally are shared
5. Students see areas as completely separate.

D. Philosophic View Points

There was strong support for the philosophy that varsity sports programs are the outgrowth of good physical education and intramural programs. This gives the "elite" performer an opportunity to make use of his special skills. On the other hand, the realistic approach was taken by those who see women's sports demanding more time, more money, winning seasons, as well as coaches who "produce". There were strong supporters for both points of view.

It was also voiced that now that athletics programs for women are growing so rapidly, those who administer both physical education and athletic programs are devoting more time to the more seemingly demanding tasks of administering the athletic program. Physical education administration on the other hand, seems to be coasting on what has been previously established. This is viewed as a less than desirable situation.

Out of this rose the identification of the fact that there are indeed two models for athletic administration:

1. Educational Model - the outgrowth of an educational program based on a sound physical education program.

2. Business Model - based on the need to have successful teams, therefore, requiring excellent coaches, facilities, equipment and eventually gate receipts to be able to fund the programs.

The general conclusion seemed to be that institutions must take the route that is best for them, the athletes and the students they serve.

II. A presentation by Mae Timer of the New York Department of Education in which she presented the results of those cases which have already been heard concerning Title IX infractions. Miss Timer began her remarks with a historical sketch of the development of equality for women through the years from 1876 to 1977. Even the 14th Amendment stating that "all people shall be treated alike" didn't seem to have much effect in relation to women for a lawyer in 1876 is quoted as saying "The Law of the Creator is that woman is to be mother and wife". It has taken almost 100 years to change this attitude, and to finally through federal legislation, and in some instances supporting state legislation, to insure that women are included in the "all people" classification.

Situations and cases related to equal pay for coaching responsibilities, admission tests, class tests, hiring on the basis of sex and similar areas were presented. Those interested in more detailed information concerning this, should contact Mae Timer at the New York State Department of Education.

III. Administration of Physical Education

Small discussion group sessions were conducted for those concerned with physical education administrative needs. The discussions centered around an exchange of ideas related to credit granted for courses taken by non-physical education major students, facility use, needs and supervision, safety concerns, course offerings and equipment needs. Probably the most unusual bit of information was the fact that in at least one institution, varsity team needs take precendence over scheduled classes. Therefore, classes are cancelled if a team needs additional practice time. In most institutions the facilities are set aside for instructional purposes until 3 or 4 p.m. and then the athletic program takes over.

A concern was expressed for the possible danger of administrators with the responsibility for both physical education and athletics giving the majority of their time to athletics. Athletics being a newer venture for women might demand more time now, but physical education should not be permitted to "rest on its laurels". The administrator with combined duties must continue to develop creative, innovative, as well as objective programs meeting the needs of the students they service through the academic program.

IV. Administration of Athletics

Consultants: Peg Bryan, Bucknell; Rita Custeau, University of Connecticut; Ellen Perry, Penn State; Doris Soladay, Syracuse; Jessie Godfrey, State University of New York at Binghamton; Lee Rhenish, State University of New York at Albany; Joni Barnett, Yale.

1. Evaluation of Coaches: Various methods and tools used by colleges were shared and discussed. Successful performance of a coach was defined to include: rapport with participants, administrators and alumnae; administrative ability; ability to produce winning team; knowledge of the sport; ability to analyze skill and present appropriate strategies; behavior patterns; professional growth; success in recruiting.

2. Proposed Restructuring of AIAW
   Considerable time was spent discussing the distributed material from AIAW. An overwhelming majority did not favor the proposed reorganization for the following reasons:

   a. profile characteristics were business oriented
   b. lack of flexibility and mobility by sport areas
   c. loss of institutional autonomy in determining direction of program

d. emphasis on budget items rather than philosophy of program

A sub committee of the group met and directed the chairperson, Ellie Lemaire, to convey their specific concerns to the EAIAW Executive Board and also expressed a desire for a meeting of the voting representatives prior to the AIAW Delegate Assembly to discuss all agenda items and their effect on EAIAW institutions.

3. Athletic Grant-In-Aid Programs
Those in attendance who administer athletic scholarship programs described them with specific reference to selection process, limits of available aid, effect on programs and recruitment procedures.

"STRUCTURING SUPPORT SYSTEMS FOR PROFESSIONAL WOMEN"

Donna Shavlik, American Council on Education, Office of Women in Higher Education

I am delighted to have the opportunity to speak with the group of women assembled here today.

In reading over the conference program, it did indeed seem that the conference planners had kept in mind the whole person--physical, intellectual and emotional. I was impressed, and I hope in some small way to contribute to the total effect of the conference through these closing remarks.

You have dealt with many important issues in the conference including: career alternatives for yourselves, athletic training for coaches and teachers, research, Title IX, administration, and even whether or not the organization should retain its female only membership policy. Most of you reported satisfaction with the conference. I understand there are still philosophical differences regarding the direction of the organization, but that the discussion of issues was quite open. Again, I am impressed with your deliberations. Congratulations on a good performance.

Before I share some of my thoughts on administration, I should like to bring you greetings from the Office of Women in Higher Education at the American Council on Education and particular good wishes from the Director, Dr. Emily Taylor, who spoke with you last year.

Briefly, our office is concerned with the advancement of women in higher education administration. The Office of Women in Higher Education of the American Council on Education has begun a National Identification Program for the Advancement of Women in Higher Education Administration.

Because of the relatively few women at policy-making levels of administration, the higher education community suffers a loss of intellectual talent, potential leadership, and female role models for students and other professionals. Women administrators, in turn, may be deprived of a basic right to equal consideration for high-level positions. Since higher education faces critical problems, there is a need for competent women administrators who are more than minimally involved in policy determination.

Implementation of the National Identification Program is intended to result in the establishment of a personalized system for the identification, recommendation, and advancement of women administrators and, therefore, in an increased number of women prominent in higher education. The program includes a state-based system for identifying a national network of women and men interested in developing a firm system of equality of opportunity.

The program began in twelve states and regions: California, New York, Pennsylvania, Illinois, New England (centered in Massachusetts), Ohio, Texas, North Carolina, Florida, Virginia,

Michigan, and Wisconsin. Additional states are added as time and resources permit. The third year will be used to strengthen and increase the effectiveness of the network.

The general plan for the development of the program includes (1) selection of state coordinators who hold high-level administrative posts; (2) appointment of state planning committees composed of representatives of all higher education systems within the state; (3) formation of state panels of men and women who influence and shape state educational policy; (4) identification of women administrators within each state and development of programs to promote their advancement; (5) appointment of a National Panel of prominent educators to enhance the system of state networks; and (6) the holding of several ACE National Forums to promote acquaintance and exchange of ideas among women leaders and National Panelists.

The Carnegie Corporation of New York is providing substantial support for the three-year program. The Exxon Education Foundation is funding two seminars for state coordinators. The Johnson Foundation made Wingspread available for the first ACE National Forum. The Fund for the Improvement of Postsecondary Education is providing support for another National Forum and for extensive evaluation of the Forum concept. Assistance from these agencies complements the considerable investment of the American Council on Education in the National Identification Program of the Office of Women in Higher Education.

Since our program is very much concerned with the advancement of women, it was very helpful to me to try and think through the needs of professional women and the support structures necessary to meet those needs.

I hope to define and refine these needs as our program develops. Presently, I have identified six major needs:

- the need for collegial relationships
- the need for information
- the need for continuous training and life long learning of a professional nature
- the need for intellectual stimulus, new ideas, and personal growth
- the need for professional recognition
- the need for personal recognition.

The Need for Collegial Relationships

Professional associations like the EAPECW (that anacronym would never survive Washington, D.C. -- it's too long!) provides people with important opportunities to discuss issues, talk about current changes in their fields, identify expertise in themselves and in others whom they might wish to consult, and generally share information of a professional nature.

Campus based organizations or informal networks of students, faculty, and/or staff can also fill this need in very critical ways. If there is a campus commission on the status of women or its equivalent, a dean of women or person concerned with women's

affairs, and/or a women's studies program, it is important to be a part of these networks of women. These formal structures can also be supplemented or even sometimes begun by small groups of women on campus working together. Women can give one another support through these formal and informal campus-based groups where the needs of women at various stages can be identified and translated into action--collective and individual.

The Need for Information

The need for information is common to all individuals and groups and certainly is partially met in the same ways as the first need we have discussed. However, the women's needs for information in these rapidly changing times is particularly acute.

Information concerning federal, state, and local laws affecting the equal treatment of women and men in education is essential if the laws are to be enforced. Knowing the general sentiments of the campus and community regarding the equal status of women is vital to women's advancement.

An example of this type of support structure for me in my environment is the National Coalition for Women and Girls in Education. This Coalition came into being to promote the principle and letter of Title IX of the Higher Education Amendments of 1972.

The National Coalition for Women and Girls in Education is an organization through which nongovernmental national organizations take joint actions to strengthen national policies and practices concerning women and girls in education by: providing a public voice for equal rights for women and girls in education; devising and implementing joint strategies to affect national policy, sharing information on issues affecting women and girls in education.

The Need for Continuous Training and Life Long Learning of a Professional Nature

You all have certainly added these components of networks and support structures to your own conference.

Another way to encourage professional skill-building is to do consulting for one another, even if it is only for expenses. Preparing special lectures or developing expertise in a specific area can often be a critical step towards advancement. You can broaden your professional contacts, add to your knowledge, and strengthen your curriculum vita.

Many learning opportunities exist in other association meetings, colleges and universities, and specially designed internship and experiential programs. Your network of supportive women and men can also be increased through these experiences.

Examples of such programs directed to administration include our office program discussed earlier, the ACE Academic Fellows Program, the ACE Institute for College and University Administrators, the Higher Education Resource Services (New England and Mid-Atlantic)

training and support programs, and the recent AIAW women administrators conference.

The Need for Intellectual Stimulus, New Ideas and Personal Growth

Although closely associated with the learning need just described, this need for intellectual stimulus can be met in some very individualized ways. For instance, a person can seek out new reading materials, design some specific ways to sharpen intellectual skills and challenge old assumptions, and encourage self and others to assess current professional skills and develop new ones.

An example of meeting this need for myself was to help establish a career exploration group. This group of professional women and men is looking at many of the dimensions previously described and is assisting one another to more clearly articulate goals and then to identify ways to achieve them.

When several of my colleagues and I were recently completing a report of a professional women's conference, we had shared insight into the reason women may be especially in need of making a conscious effort to be aware of new ideas. What occurred to us was that professional women really had three intellectual "burdens"; 1) to be prepared in the traditional academic sense; 2) to be acutely aware of the socialized differences between women and men--thereby paying close attention to the special needs and value of the feminine character; and 3) to have some vision of the future which could more accurately reflect the changing roles of women and men. This caveat helps me to understand women's special need for groups to discuss intellectual issues within some special context.

The Need for Professional Recognition

Women need very much to be included in the professional recognition structures which currently exist not only for their professional advancement but also because it is only just that they should receive recognition for work well done.

Women tend to be concerned with doing their jobs well without seeking to build the kinds of networks we have been discussing or seeking recognition for jobs well done. General support for this somewhat inadequately stated premise can be found in Women and Management by Hennig and Jardin and an as yet unpublished study of executive women in government done by the Secretary of HEW's Advisory Committee on the Rights and Responsibilities of Women.

I have already told you about the ACE National Identification Program. This program is mainly designed to give visibility--professional recognition--to outstanding women leaders. Some aspects of your association are designed to increase professional recognition as well. We must all seek out more ways to give visibility to women's leadership.

The Need for Personal Recognition

Personal support networks are perhaps the most essential

ingredient of the professional woman's life (professional men too!) A word of encouragement, a letter of support to the "right" people, an honest critique of a piece of work, a phone call on the right day are all examples of personal ways in which we can all give and receive support.

Personal contributions to building networks are not luxuries but necessities. Take the time to make a supportive phone call or write a letter of commendation. Your active involvement in building the network contributes to others and to yourself.

I have certainly not presented a definitive statement on the care and feeding of networks. I only hope that this very tentative framework which I plan to perfect has served a useful function in presenting some thoughts I had on support systems for professional women.

Building a network of professional women is my professional job, and I love it.

Thank you for sharing your conference with me.

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